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ABSTRACT

The Prince George's County (Maryland) Public Schools and Prince George's Private Industry Council worked together to provide workplace literacy classes at worksites for employees of 10 different employers. Over 300 employees participated in classes in English as a second language or basic skills. Businesses in need of literacy and basic skills services were identified. These employers assigned a representative to cooperate with the workplace literacy facilitator to focus on participants' needs. The contact person, facilitator, and teacher toured each business to note skills required to complete job tasks and to gather materials that were part of the day-to-day job. Pretesting of the recruited students determined material selection and grouping of classes into different levels. Teachers shadowed some employees to prepare for teaching skills that would enhance work skills. Initially, classes ran for 40 hours. At the end of the first 40 hours, a decision was made as to whether classes would continue at the worksite with a second 40-hour class. Students surveyed at the end of each 40-hour session were generally positive about the experience. Teachers also called students several weeks after the last class to check on accomplishments and encourage additional educational experience. Supervisor responses to a questionnaire were extremely positive. (The report includes tables and charts. A final section contains individual site summaries.) (YLB)

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ED352548

Final Program Report

National Workplace Literacy Program (CFDA 84 198A)

U.S. DEPARTMENT OF EDUCATION
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Prince George's County Public Schools
Prince George's County Private Industry Council
Maryland
1992

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ABSTRACT

1. **Program Title:** National Workplace Literacy Program, (CFDA 84.198A)

2. **Project Title:** National Workplace Literacy Program

3. **Award No.:** V 198A10013

4. **Project Director:** Eleanor Rotter

   Awardee: Prince George's County Public Schools

   Address: 14201 School Lane
   Upper Marlboro, Maryland 20772

   Telephone: (301) 386-1512

5. **Funds by Fiscal Year:**

Federal FY 91	$101,080
Recipient (non-Fed)	67,530
Total	$168,610

   Federal Funds = 60% of Total

6. **Award Period:** March 1, 1991 - August 31, 1992

7. **Federal Project Officer:**

   Education Program Staff
   Sarah Newcomb (202) 732-2390

   Education Grants Staff
   Linda Kinney (202) 708-8563

8. **Objectives:**

   1. To educate 250+ employees in Prince George's County in either English Communication Skills for Speakers of Other Languages (ESOL) or in basic reading and math job skills.

   2. To develop a curriculum using work-related materials.

9. **Procedures:**

   1. Employees will be recruited to attend either ESOL classes or basic skill classes at the job site. Classes will be held for two hours twice a week for ten weeks. A counselor will be used to acquaint students with options available to pursue further training and education.

   2. Using materials collected at the worksite and skills utilized in completing job tasks, a curriculum will be developed for each worksite.

10. **Outcomes /Results/Products**

    1. A better trained employee

    2. A sample curriculum for each worksite location

11. **Educational Level(s):**

    All levels of ESOL and all levels of basic skills (0 - 12). A minimum of 40 hours of classroom instruction will be offered to all students.

12. **Target Population:**

    Any employer in Prince George's County with a large number of disadvantaged or limited English proficiency employees.

13. **Estimated Number of Trainees:**

    250+

14. **Partner:**

    Prince George's County Private Industry Council

A. PROGRAM DEFINITION

The Prince George's County Public Schools and the Prince George's Private Industry Council have worked together since March of 1991 to provide workplace literacy classes at worksites for individuals in the County who are employed by ten different employers. These employers have recognized the problems of workers with poor literacy and deficient basic skills, and have chosen to attack the problem by providing educational opportunities at their worksites. Over three hundred employees participated in classes supported with federal funds. See table of worksites, list of key events, and circle graph illustrating types of classes.

TABLE OF WORKSITES

SITE	CONTACT PERSON	CLASSES	TOTAL HOURS OF INSTRUCTION	TOTAL # OF STUDENTS	TYPE OF INSTRUCTION	UNDUPLICATED COUNT OF STUDENTS
1. American Pest Management 6460 New Hampshire Ave. Takoma Park, MD. 20912	Mr. Wayne White Director, Human Resources 301-891-2600	3	120	29	Basic Skills low 13 high 16	15
2. Cintas Uniform Cleaning Co. 1769 Brightseat Rd. Landover, MD. 20785	Ms. Ann Wilcox Director of Human Resources 301-322-2255	1	40	21	ESL low level	21
3. Grace Culinary Arts 8003 Laurel Lakes Court Laurel, MD. 20707	Mrs. Patricia Watkins Office Manager 301-497-6919	5	128	72	ESL low 63 high 9	72
4. Laurel Race Track Rt. #198 Laurel, MD. 20707	Mr. Wayne Wright Executive Director-MTHA 6314 Windsor Mill Rd.	9	360	102	Basic skills low 2 high 13 ESL low 37 high 50	98
5. Litton Systems Division, Amecom 5115 Calvert Rd. College Park, MD. 20740	Mr. Tim Edwards Division Director of Employee Relations 301-454-9523	1	40	8	ESL high level	8
6. Loral Aerosystems Computer Sciences Corp. 4600 Powder Mill Rd. Beltsville, MD. 20705	Ms. Nancy Coffey Supervisor, Salaried Personnel 301-805-0549	1	40	15	ESL high level	15
7. New Carrollton Public Works 6016 Princess Garden Pkwy New Carrollton, MD. 20784	Mr. Richard Robbins Director of Public Works 301-577-1008	5	200	46	Basic Skills low 4 med 17 high 25	29
8. P.G. County Public Schools Facilities Dept. at Brown Station Rd Upper Marlboro, MD. 20772	Mr. Robert Kuntz Director of Operations Facilities Dept. 301-952-6610	14	560	150	Basic skills low 40 med 46 high 64	67

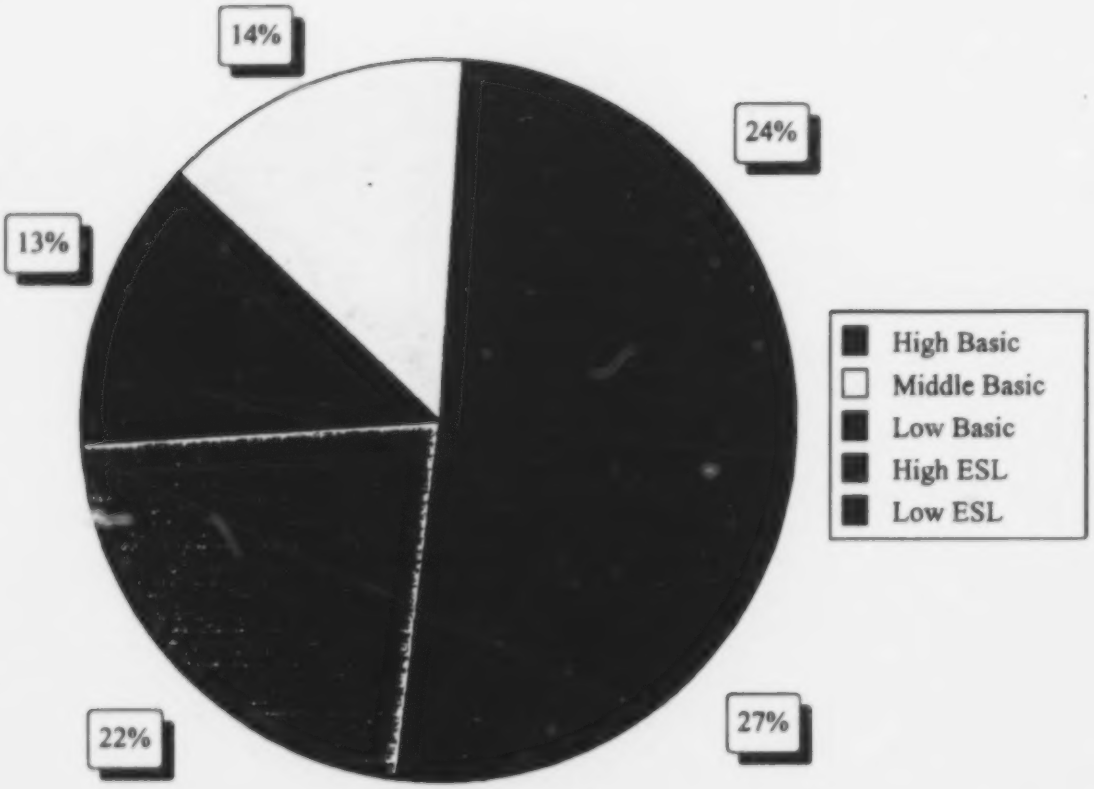
SITE	CONTACT PERSON	CLASSES	TOTAL HOURS OF INSTRUCTION	TOTAL # OF STUDENTS	TYPE OF INSTRUCTION	UNDUPLICATED COUNT OF STUDENTS
9. Prince George's Hospital Ctr. 3001 Hospital Drive Cheverly, MD. 20785	Ms. Helen Segatto Education Specialist 301-618-6495	1	40	13	Basic skills low 5 mod 8	13
10.Sovran Bank 6401 New Hampshire Ave. Takoma Park, MD. 20912	Ms. Rosalie Evans Operations Officer 301-270-7165	3	111	45	ESL low 16 high 29	30
		43	1639	501		368

KEY EVENTS

3/1/91	Grant awarded
4/20/91	Initial staff development meeting
4/25/91	Classes 1,2,3 New Carrollton Department of Public Works
4/29/91	Classes 4,5,6,7 Prince George's County Public Schools Maintenance Yard
5/15/91	Classes 8,9,10 Laurel Race Track
5/29/91	Class 11 Litton Systems
6/1/91	Classes 12,13 Sovran Bank of Maryland
6/19/91	Classes 14,15 New Carrollton Department of Public Works
7/10/91	Classes 16,17,18,19 Prince George's County Board of Education Maintenance Yard
8/2/91	Staff Development meeting
9/4/91	Class 20 Sovran Bank of Maryland
9/16/91	Prince George's County Private Industry Council hosts "Round Table" meeting to introduce program to Chambers of Commerce
9/26/91	Class 21 Loral Aerosystems
9/30/91	Classes 22,23,24,25,26 Grace Culinary Systems
10/7/91	Classes 27,28,29 Prince George's County Board of Education Maintenance Yard
10/25/91	Presentation before Maryland State Department Of Education
11/4/91	Classes 30,31,32 Laurel Race Track
11/11/91	Class 33 Cintas

12/4/91	Class 34 Prince George's Hospital
1/7/92	Classes 35,36 American Pest Management
3/26/92	Class 37,38 Prince George's County Public Schools Maintenance Yard Classes 39,40 Laurel Race Track Class 41 American Pest Management Class 42 Prince George's County Board of Education MaintenanceYard
4/8/92	Class 43 Laurel Race Track
4/9/92-4/10/92	Staff attends Maryland Association of Adult, Community and Continuing Education conference
4/13/92	Curriculum meeting for staff
6/19/92	Reception for employers, staff, and support personnel involved in program
7/9-11/92	National Workplace Literacy Project Directors' Closeout Conference

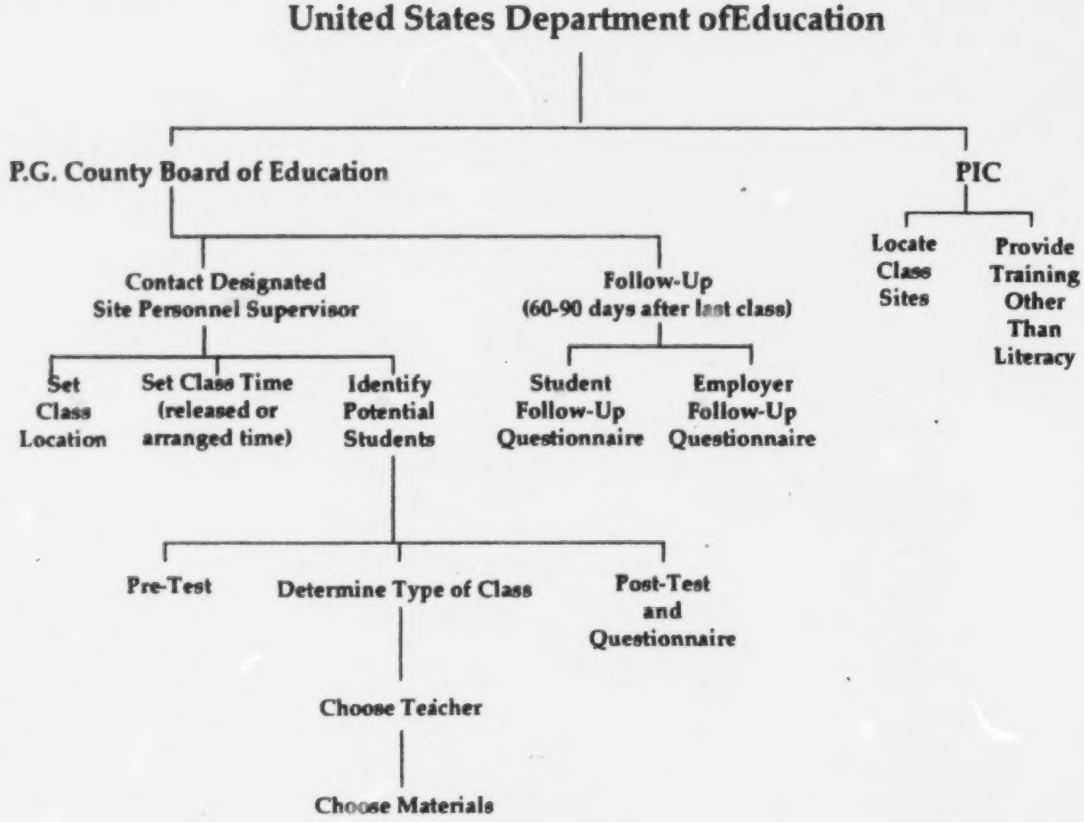
Workplace Literacy Classes



B. OBJECTIVES OF THE PROJECT

Literacy and related job skills have been enhanced through the partnership of the Prince George's County Public Schools (PGCPS) and the Prince George's Private Industry Council (PIC). The School System's Adult Basic Education (ABE) personnel worked cooperatively with the PIC to identify businesses in need of literacy and basic skills services. Identified employers assigned a representative to cooperate with the workplace literacy facilitator to focus on the needs of participants at each worksite. See table of worksites for contact person and organizational chart.

CHART B


United States Department ofEducation
P.G. County Board of Education
PIC
Locate Class Sites
Provide Training Other Than Literacy
Contact Designated Site Personnel Supervisor
Follow-Up (60-90 days after last class)
Set Class Location
Set Class Time (released or arranged time)
Identify Potential Students
Student Follow-Up Questionnaire
Employer Follow-Up Questionnaire
Pre-Test
Determine Type of Class
Post-Test and Questionnaire
Choose Teacher
Choose Materials

C. GENERAL OPERATIONS

At the onset, the contact person, facilitator and teacher toured the organization, noted skills required to complete job tasks and gathered materials from the site that were part of the day to day job.

After the students were recruited by a meeting, bulletin, supervisor, or friend, a time and place were set for the project facilitator and the students to meet for pre-testing and discussion of student objectives. A teacher was always present to meet the students and to offer encouragement.

The pre-testing was the determining factor in the selection of materials and the need to group the classes into different levels. Other factors important in these grouping decisions were the number of students interested in the class, the hours that facilities for classes would be available, and whether the classes would be held before, during, or after work hours.

The teacher, the facilitator, the worksite representative and the students discussed employee-specific skills that the students should learn by the end of a class session. Each employer was given a CASAS Workplace Literacy Draft to indicate items to be taught. A sample draft that was completed for New Carrollton Public Works Facilities Operation follows. Many employers did not care to be worksite-specific with the materials. Some stressed that it was more than sufficient for the student to learn how to learn, and especially to learn how to read and to communicate orally and in writing. The teachers and the project facilitator made every effort to seek out worksite-specific materials. Each site compiled a binder of materials used. The job task and CASAS objective was noted for each entry. (See samples for each workplace site)

In order to prepare for teaching skills which would enhance work skills, the teachers shadowed some employees on the job. Each employee was given an Individual Workplace Analysis to help determine instructional needs. (A sample follows) The classes were frequently composed of people with different responsibilities, and the teacher also relied upon obtaining a general idea of the purpose of the organization and trying to understand each individual's work.

The teachers had constant access to the materials used by the Prince George's County Adult Basic Education Program, and they used any materials they felt would be appropriate for any individual. In addition, not all worksites provided copier access, so the teachers duplicated job-specific materials at Bladensburg Instructional Services Center.

The classes initially ran for forty hours. Class attendance records were maintained by each teacher. During each forty hour session the class was frequently visited by the project facilitator who would help and encourage employees, advise the teacher on other materials and strategies which might be used, and monitor the attendance of the students. The project facilitator would communicate with the worksite representative and discuss the progress of the students, or any logistical problems which might be occurring. Many teachers also had contact with the worksite representatives and problems with scheduling were often solved by the teacher or by members of the classes.

The counselors visited each worksite regularly, first making a presentation of the resources available to each student, and then providing each student with a referral card. Counselors also spoke to all appropriate classes about applying for the GED exam and the scoring of that exam. (See Counselor's Report)

At the end of the first forty hours of class, a decision was made as to whether the classes at each worksite would continue with a second forty hour class. The decision was made with the consideration of many factors. Some classes were not continued because the students had reached the goals they had desired or because they did not maintain adequate attendance to make the class effective. The reasons are further discussed in the individual summaries. Most classes were full, enthusiastic and ready to continue learning. The students were re-registered, and new students invited to join. These classes continued to be monitored by the project facilitator and each developed a special character and identity based upon the needs of the students.

All basic skills classes were again CASAS tested to determine competencies acquired. Each ESL class was pre and post tested either by a Maryland State approved test or by a test uniquely designed for the site.

Upon completion of each class, the teachers and the counselor discussed locations of nearby Adult Basic Education programs or the prospects of the employer continuing the classes at employer expense. As of this printing both Prince George's County Board of Education Maintenance Yard and Laurel Race Course have contracted for classes.

At the end of each forty hour session, the students were surveyed. The results of these surveys helped to improve on-going classes. In addition to this in-class survey, teachers were asked to call students several weeks after the last class. The teachers used this opportunity to check on the accomplishments of students and to encourage students to seek additional educational experience. (The results of the surveys follow.)

The program was also continuously evaluated by an outside evaluator.

Workplace Literacy Analysis **DRAFT**

Job/Training Program Facilities Operations Department **Date** April 25, 1991

Contact Person Robert J. Kuntz **Phone #** 952-6610

Address 13300 Old Marlboro Pike, Upper Marlboro, Maryland 20772

There is a need to identify the basic skill competencies required for persons currently employed and those entering employment as well as those enrolled in vocational training programs. This competency list includes the reading, writing, math, organizational, communication, problem solving, and workplace expectation skills that may be needed by a participant to succeed on the job or in vocational training.

The checklist that follows is an efficient way for workplace literacy instructors, pre-employment instructors and job developers to obtain an employer's and/or vocational instructor's response to specified basic skill competencies. This may replace reliance on set reading or math levels, which may not accurately reflect the specific application of basic skills needed for success in employment or in vocational training.

Using this checklist as a guide, employers, program coordinators, and instructors (vocational, VESL, ESL and basic education) will be able to plan training and instruction based on accurate and specific basic skill requirements. Then employers and job developers will be better able to match employee and participant abilities to basic skill requirements for specific jobs.

The checklist can be useful for pre-employment instruction as well as for instruction that is concurrent with employment The basis for curriculum will be specific, time will not be wasted, and employees/participants can be shown how they might efficiently meet their individual objectives.

CASAS Comprehensive Adult Student Assessment System

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Workplace Literacy Analysis
Individual Profile

DRAFT

Employee/Participant Name_____ **ID #**_____

Job/Training Program_____ **Date**_____

There is a need to identify the basic skill competencies required for persons currently employed and those entering employment as well as those enrolled in vocational training programs. This competency list includes the reading, writing, math, organizational, communication, problem solving, and workplace expectation skills that may be needed by a participant to succeed on the job or in vocational training.

The checklist that follows is an efficient way for workplace literacy instructors, pre-employment instructors and job developers to obtain an employer's and/or vocational instructor's response to specified basic skill competencies. This may replace reliance on set reading or math levels, which may not accurately reflect the specific application of basic skills needed for success in employment or in vocational training.

Using this checklist as a guide, employers, program coordinators, and instructors (vocational, VESL, ESL and basic education) will be able to plan training and instruction based on accurate and specific basic skill requirements. Employers and job developers will be able to determine the individual's ability to perform each basic skill, in relation to the basic skill requirements of the job or vocational training program. This information will be useful in establishing training and program interventions needed in order for the individual to meet the job/program requirements.

The checklist can be used for pre-employment instruction as well as for instruction that is concurrent with employment. The basis for curriculum will be specific, time will not be wasted, and employees/participants can be shown how they might efficiently meet their individual objectives.

CASAS Comprehensive Adult Student Assessment System

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Workplace Literacy Counselor's Report

A general introduction to counseling services was given to each class and specific needs of that population were targeted. It was explained that the workplace counselor was primarily an education counselor and would refer employees to other agencies for problems not pertaining to education.

A counselor referral form was available to all students enabling them to seek additional contact with the counselor. Students were told the counselor would make contact with them outside the classroom instead of taking valuable instructional time for individual needs.

The counseling role was one of consultation and referral. Other agencies and educational programs expanded our ability to help the adults participating in the workplace literacy program.

The presentations made to student groups and individuals included:

- Information about the GED test.
- Information about the Pre-GED test.
- Test taking skills.
- Literacy council referrals.
- Community Mental Health Center referrals.
- Information from the Motor Vehicle Administration RE: licensing, tickets, etc.
- Citizenship test preparation.
- Immigration information.
- Information on Adult Continuing Classes in the building trades, health care, computer science and auto repair.
- Referrals to area community colleges.
- Referral to the counselor at the Multi-Service Community Center for testing and career counseling.
- Referrals to Adult Basic Education Centers.
- Use of the public library system in accessing materials for exams.

After visiting the Sovran Bank site, the need for computer training was addressed by pursuing classes at another location. The teachers and project facilitator were very enthusiastic and cooperative. Their teamwork provided the flexibility to provide an excellent training experience for these workers through the County School System.

The following jurisdictions were also used as referrals in addition to the resources available in

Prince George's County: The District of Columbia, Anne Arundel County, Baltimore County, Calvert County, Charles County, Montgomery County and St. Mary's County. Students who were referred to the Multi-Service Community Center received vocational assessment testing, career decision making inventories, as well as help with work attitudes, ethics, and interpersonal relationships.

CHART E

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
Adult Basic Education
COUNSELOR REFERRAL FORM

ABE/GED ☐
ESL ☐

_____
center

_____
room no /teacher

Please print

NAME _____

ADDRESS _____

PHONE NUMBER _____

For ESL students only:

Immigration status _____

Native country _____

REASONS TO SEE COUNSELOR: (Please check)

1. Education _____
2. Testing _____
3. Job/Career _____
4. Personal _____
5. Community/County Services _____
6. Volunteer Opportunities _____
7. Citizenship/Immigration _____
8. Other _____

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For Counselor Use

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National Workplace Literacy Program

D. PERSONNEL

The fourteen teachers, the project director, the project counselor and the project facilitator have worked for many years in the Adult Basic Education Program of Prince George's County Public Schools. The program has provided many training sessions for its personnel. In addition to on-going contact with other personnel in the Adult Education program (many currently teach together at different ABE locations), the staff had team meetings with other teachers at the same worksite, with other teachers of classes at the same level, with the counselor, with the Adult Education Supervisor, with the ABE Resource Teacher, and with the ABE Resource Assistant. These meetings offered the opportunity to discuss job-specific materials, published materials, and teaching strategies. None of the teachers was isolated at the worksite, as there were frequent visits by the facilitator, the counselors and frequent opportunities for teacher meetings. These meetings were held at the worksite or at the Bladensburg Instructional Center. All personnel were invited to attend the MAACCE conference in Annapolis, Maryland. Workplace literacy was the focus of the conference.

A student questionnaire was given to all students on the last day of class. A sample of the questionnaire follows with the results of the findings.

As is noted, most employees found out about the classes "from their supervisors" or, as in the case of the ESL population, "from a friend."

The overall reason for attending class was "to better myself." The ESL population wanted "to learn English."

Both populations felt the "classes were very helpful." The Basic Skills students felt they "improved math skills" the most, while the ESL students felt they "improved their English speaking skills."

Over sixty-five percent felt the skills learned in class would help them do their jobs better. Over eighty percent felt the skills learned in class were useful outside of class. Over ninety-five percent would recommend the class to a friend.

Because question eight on the survey had been changed on some questionnaires, it has been omitted in this report.

Prince George's County Workplace Literacy Learner Survey Sheet

I. Background Information

1. How long have you worked for this employer? _____

2. What is your job title? _____

3. How many classes did you attend? _____

4. How did you first find out about his class? (From a meeting, boss, friend, bulletin)
_____

II. Course Information

Mark an X on the line beside your response. Mark more than one X if you have more than one response.

5. Why did you enroll in this class?

_____ a. To get a better job
_____ b. To learn to read
_____ c. To learn to write
_____ d. To learn to work with numbers
_____ e. To learn English
_____ f. To get a GED
_____ g. To better myself
_____ h. To be able to help my children with school work
_____ i. Other: _____

_____

6. How helpful do you think this class has been for you?

_____ a. Very helpful
_____ b. Some help
_____ c. Almost no help
_____ d. No help at all

7. What skills did this class help you to improve?

_____ a. Reading
_____ b. Speaking correct English
_____ c. Writing
_____ d. Doing math and working with numbers
_____ e. Self-discipline (controlling your self to improve)
_____ f. Self-motivation (causing your self to act)
_____ g. None of these skills
_____ h. Other skills: _____

_____

8. How helpful do you think the instructional materials were to you?

_____ a. Just right for me
_____ b. Too easy for me
_____ c. Too difficult for me

9. Do you think that the skills you learned in this class will help you to do your job better?

_____ a. Definitely yes
_____ b. Probably yes
_____ c. Probably not
_____ d. Definitely not

10. Do you think the skills you learned in this class are useful outside of class?

_____ a. Definitely yes
_____ b. Probably yes
_____ c. Probably not
_____ d. Definitely not

11. Would you recommend this class to a co-worker who needs it?

_____ a. Definitely yes
_____ b. Probably yes
_____ c. Probably not
_____ d. Definitely not

III. Please write your ideas about the following questions.

15. What can you do now that you couldn't do before this class?

_____

_____

_____

16. If you could change anything about this program, what would it be?

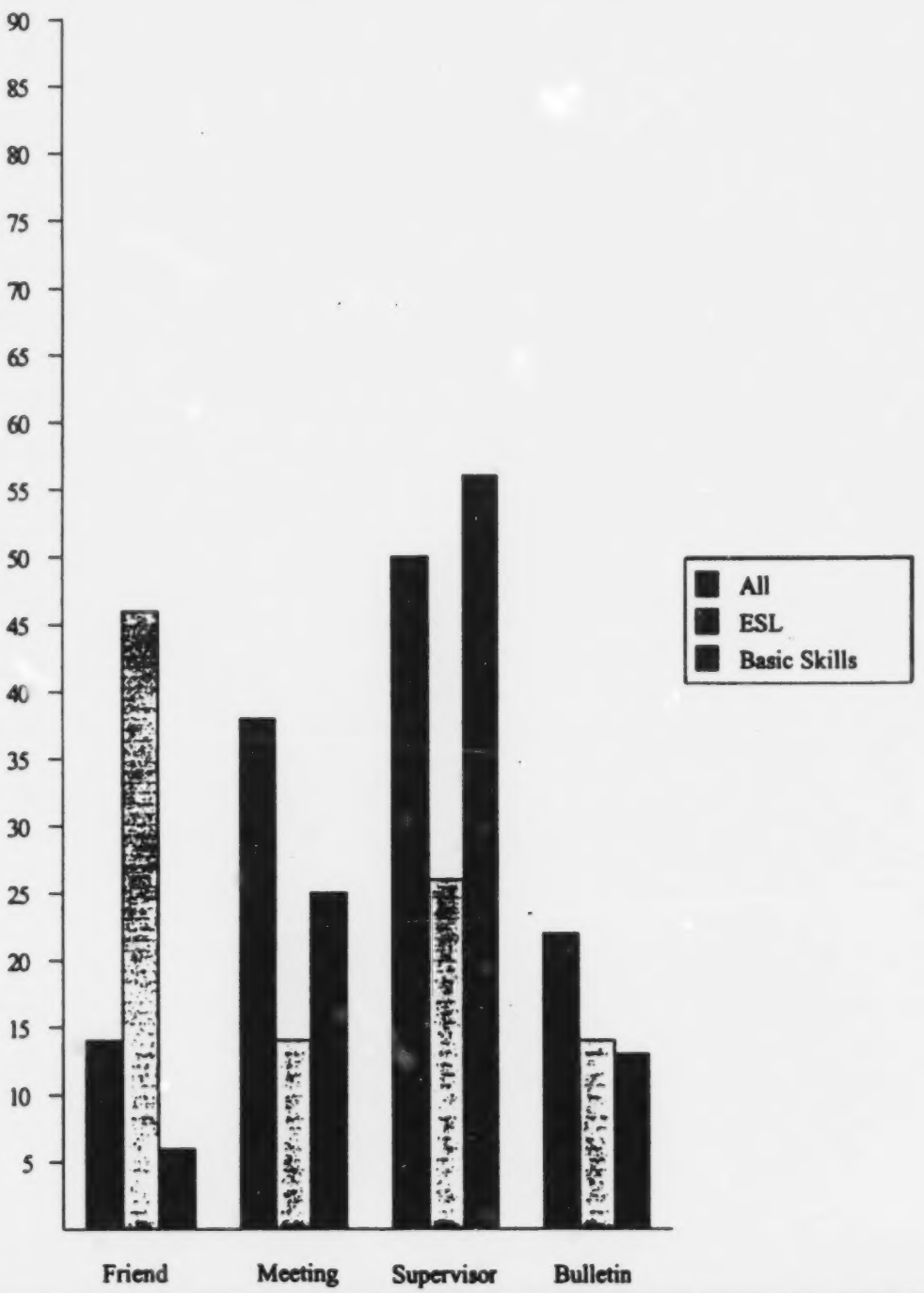
_____

_____

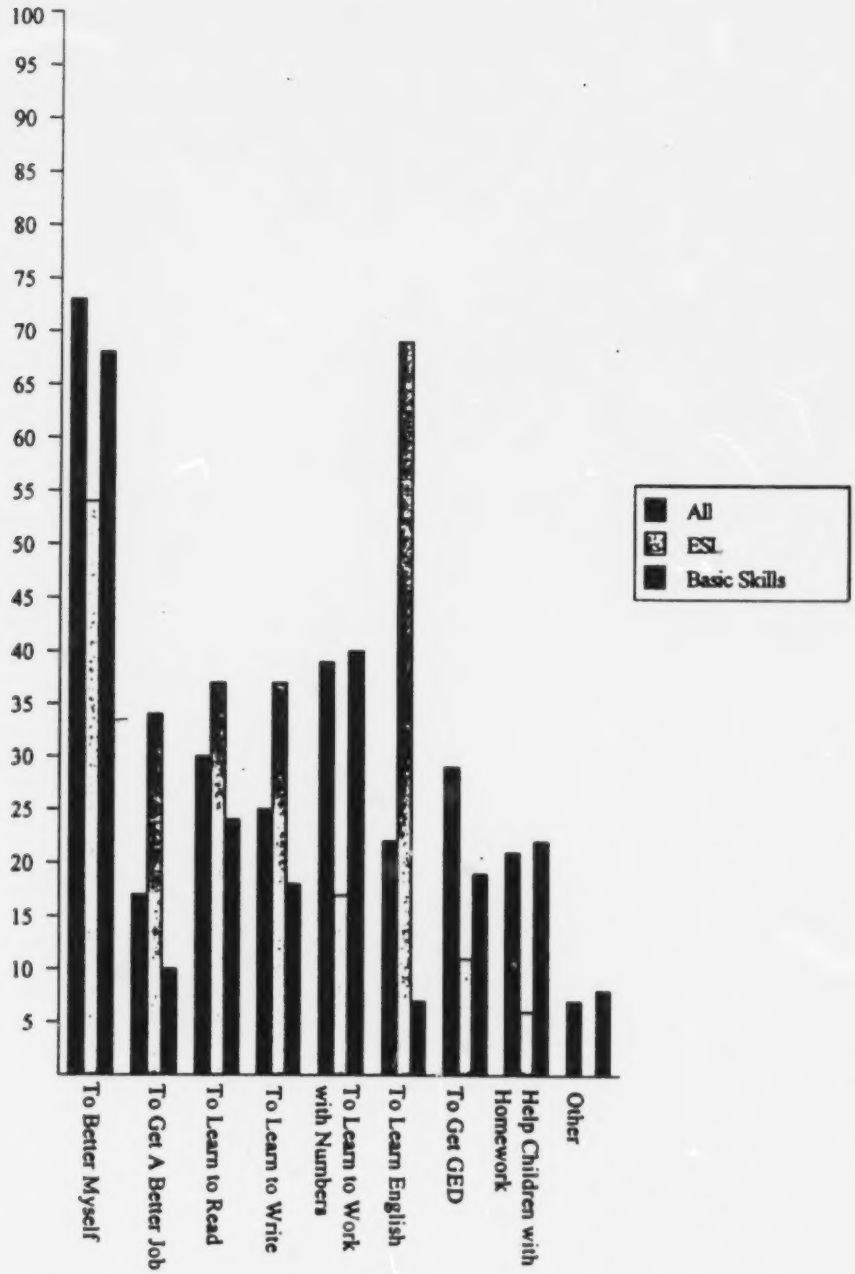
_____

Thank you for taking the time to help evaluate this course. Your answers will be very useful in trying to make it better.

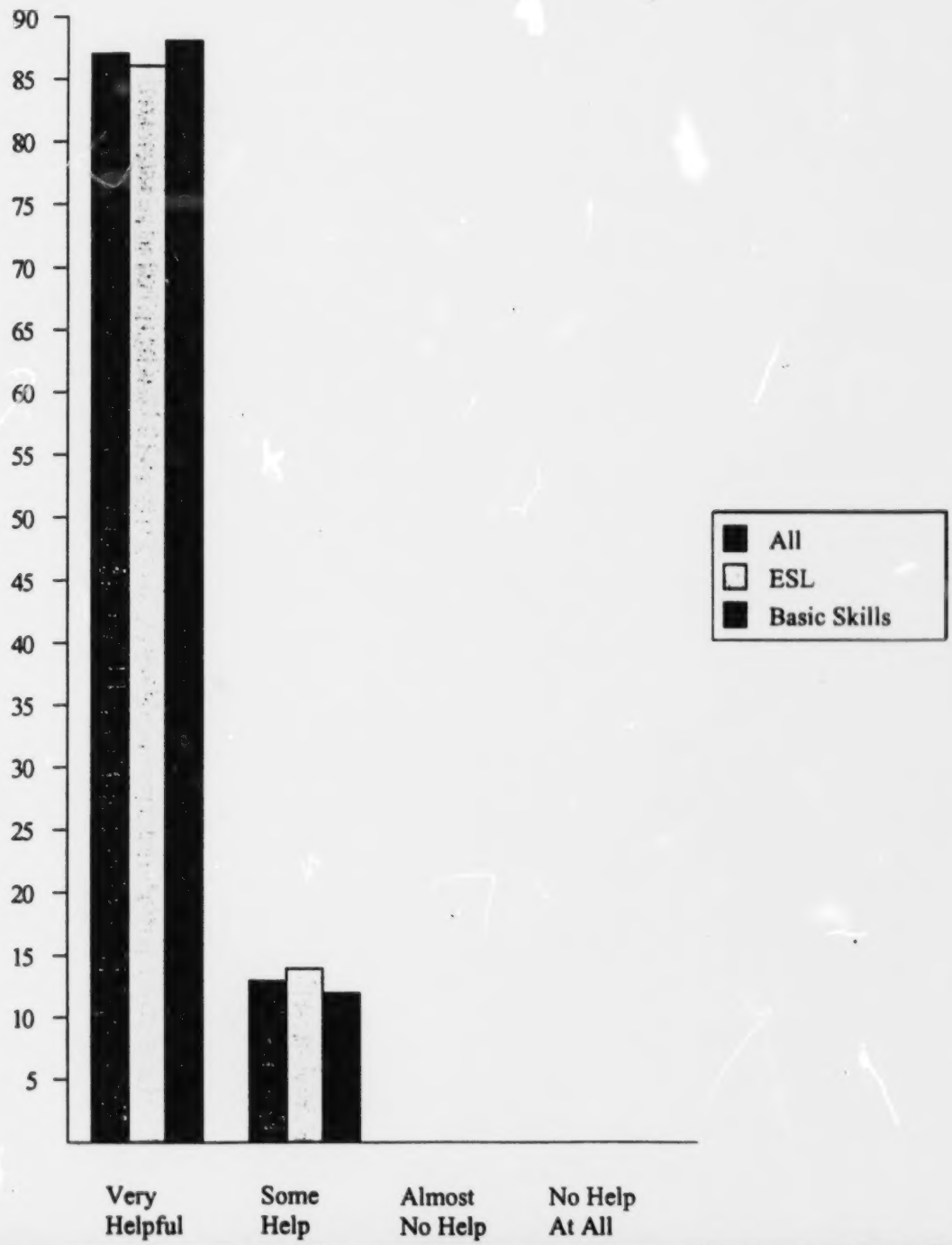
4. How did you find out about this class?



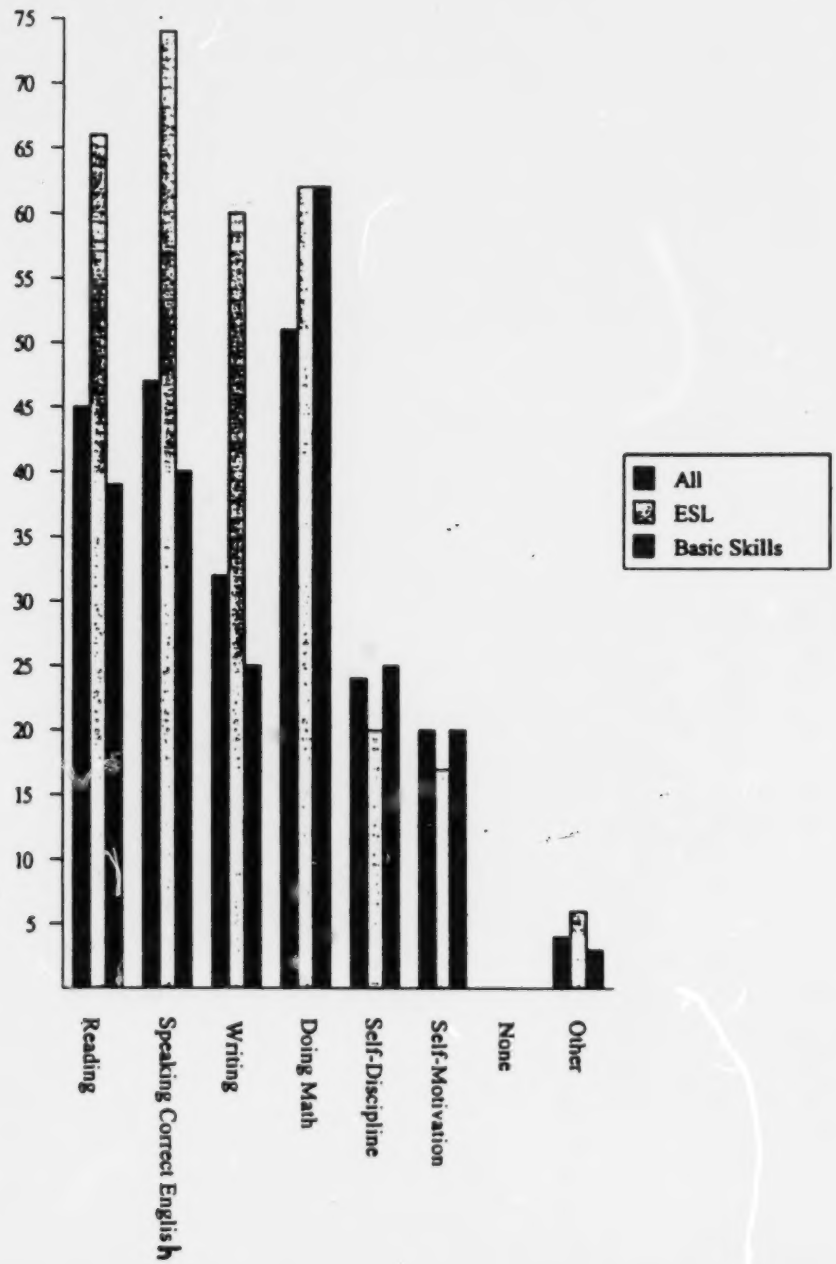
5. Why did you enroll in this class?



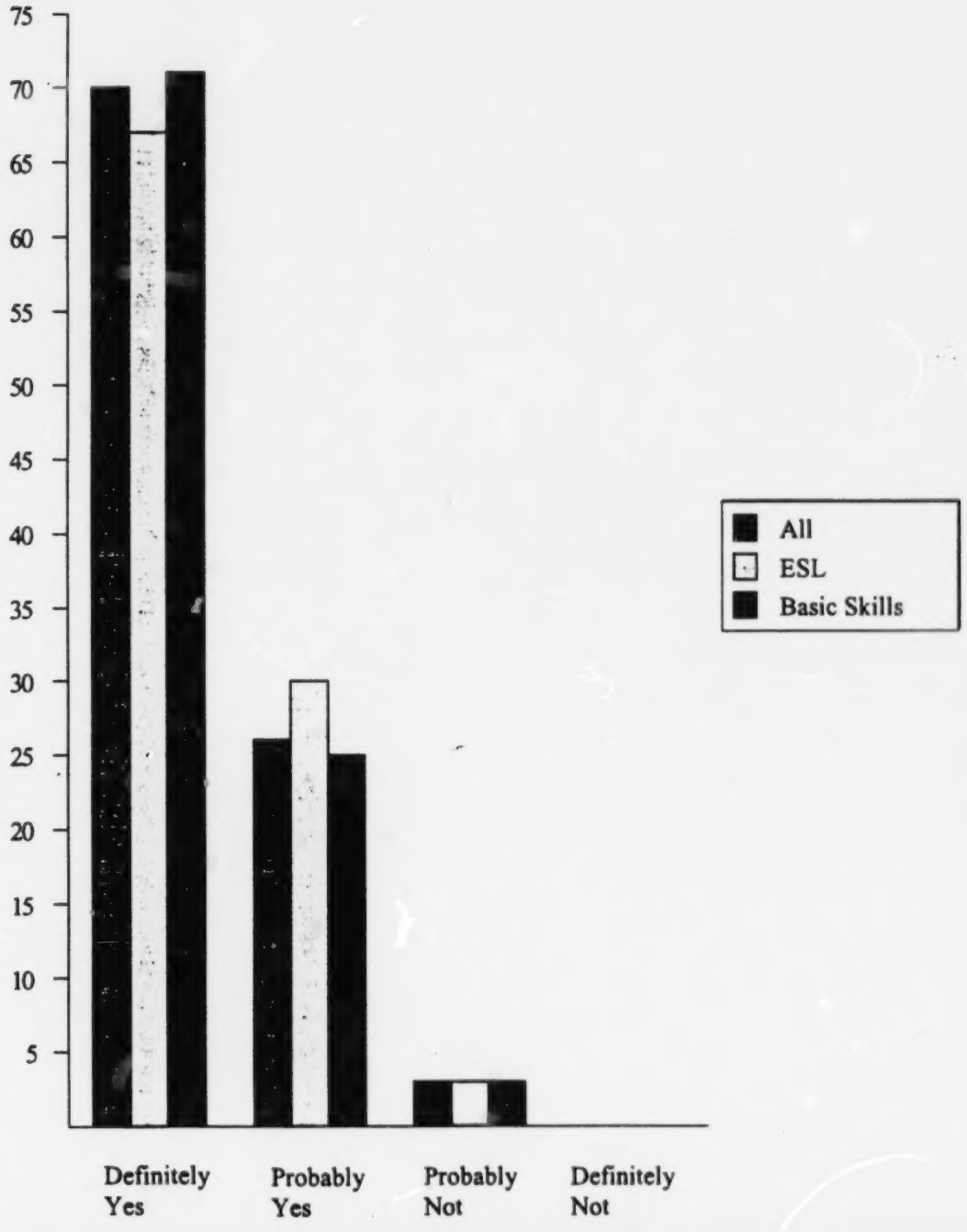
6. How helpful do you think this class has been for you?



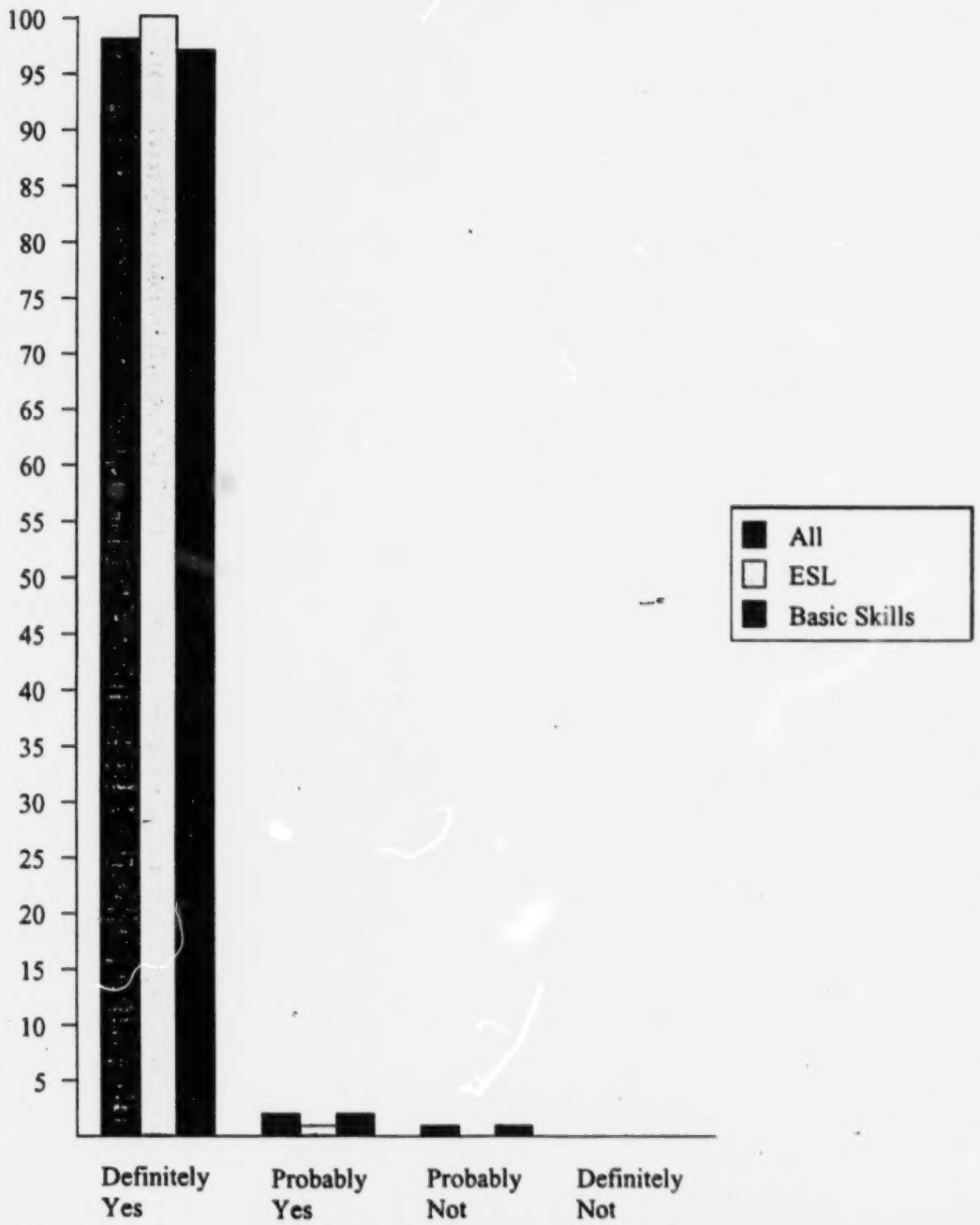
7. What skills did this class help you to improve?



9. Do you think that the skills you learned in this class will help you do your job better?



11. Do you recommend this class to a co-worker who needs it?



The supervisors as well as the employees responded to a questionnaire given approximately sixty days after the classes ended. Both the supervisors and employees were extremely positive about the impact the classes have had. One hundred percent of the supervisors felt the employees benefited from the classes, whereas; ninety-four percent of the employees responded that they had. Over eighty-five percent of the supervisors felt there were fewer on-the-job errors, an improved self-image, more knowledge about the job gained, more precise language in written communication and improved communication skills with supervisors. Ninety percent of the employees felt that their self-image, productivity, safety, and communication skills improved.

The results of both the employer and employee questionnaires follow.

Prince George's County Workplace Literacy

We have conducted Workplace Literacy Classes at your worksite. In order to evaluate and improve our program we would appreciate you voluntarily answering the following questions. Please check the response you feel is appropriate for the majority of the employees who were in the classes.

	YES	NO	Don't Know
1. Does the employee commit fewer on-the-job errors because of improved reading skills?	86%	-	14%
2. Has the self-image of the employee improved?	86%	-	14%
3. Has the productivity of the employee improved?	57%	14%	28%
4. Has there been an improvement in on-the-job behavior of the employee?	43%	29%	29%
5. Has the employee gained additional knowledge about his/her job?	86%	-	14%
6. Has the employee improved his/her communication skills with peers?	71%	-	29%
7. Has the employee improved his/her communication skills with supervisor?	100%	-	-
8. Has on-the-job dedication improved because of improved skills?	43%	-	57%
9. Has on-the-job motivation improved because of improved self image?	43%	-	57%
10. Does the employee use more precise language in oral communication?	71%	14%	15%
11. Does the employee use more precise language in written communication?	86%	-	14%
12. Has the potential for promotion improved?	51%	29%	20%
13. Have you encouraged the employee to seek further educational opportunities?	100%	-	-
14. Do you think the employee benefited from the classes?	100%	-	-

Employee Questionnaire

Teachers: Please call all of your students 60-90 days after the last class session. Ask the students to reflect upon their class time before answering the following questions. Check the best response.

	YES	NO	Don't Know
1. Do you make fewer on-the-job mistakes because of improved reading skills?	86%	14%	-
2. Do you make fewer on-the-job mistakes because of improved understanding of English?	49%	30%	21%
3. Has your self image improved?	90%	4%	6%
4. Has your productivity improved?	90%	6%	4%
5. Has you on-the-job behavior improved?	74%	16%	10%
6. Have you improved communication skills with your peers?	90%	7%	3%
7. Have you improved communication skills with your supervisor?	86%	12%	2%
8. Have your gained additional knowledge about your job?	82%	16%	2%
9. Has your job dedication improved because of improved skills?	70%	22%	8%
10. Has your job dedication improved because of improved self-image?	70%	22%	8%
11. Do you have a chance for promotion because of these classes?	55%	20%	25%
12. Have you entered into other educational programs?	23%	77%	-
13. Is there an aspect of your job that you can do better because of these classes?	78%	16%	6%
14. Do you think your chances of a pay raise have improved because of these classes?	57%	22%	21%

	YES	NO	Don't Know
15. Do you think your employers have benefited from your participation in these classes?	78%	2%	20%
16. Do you think you have benefited from these classes?	94%	2%	4%
17. Have you gotten a higher job performance appraisal since you attended these classes?	39%	46%	15%
18. Have you stayed with your present employers because of these classes?	32%	48%	20%
19. Has your rate of tardiness decreased because of these classes?	25%	68%	7%
20. Has on-the-job safety improved because of these classes?	90%	7%	3%

As of July, 1990, the Prince George's County Public School System and the Prince George's County Private Industry Council had recruited eight businesses in need of literacy and basic skill services as was stated in the FY 91 Grant Proposal (see chart). Of the eight projected businesses, two; the City of New Carrollton and Litton Amecon, had classes. Beretta U.S.A. Corporation privately contracted a class while waiting for the grant to be awarded. Both Craftmasters and Ross Dress for Less underwent changes in managerial personnel. With the depressed construction business, both Craftmasters and Harkless Construction underwent down-sizing and elected to not offer classes. Southland Corporation had initiated classes in their Alexandria, Virginia offices.

In spite of the loss of these businesses, the Prince George's Private Industry Council and Prince George's County Public School System exceeded the goals of the grant by offering forty-three ten-week classes at a total of ten sites instead of forty. Three hundred sixty-eight employees enrolled in at least one ten-week class encompassing forty hours of instruction, one hundred eighteen employees over our projected goal. By the close of the grant period, with the continuation of classes and the fact that some employees re-enrolled, five hundred and one participants could be counted. A list of sites, number of classes at each site, number of unduplicated participants follow, as well as a final yearly report indicating racial and gender profiles.

All sites were responsible for collecting workplace specific curricula. All materials were collected and placed in a binder for that site. The workplace task, and CASAS objective were recorded for each entry. A total of seventeen binders was collected. From these binders, a master binder was assembled with a sampling of materials from all work sites. Copies were sent to the United States Department of Education Clearing House.

One personnel change was made since the original proposal was submitted. Margaret Golibersuch, as facilitator of the program, was assisted by Mary Ellen Butlak as of August, 1991.

Mary Ellen Butlak has over twenty-five years experience in the field of education both as an educator and administrator. She has worked as an educator on the elementary, high school, special education, and adult levels in the private and public sector in both the classroom and at the workplace. She has served as a coordinator for Prince George's County Adult Education Program and is recently serving as instructor and assistant facilitator for the FY 91 Workplace Literacy Program. Her duties in this capacity include: assisting in the submission of the FY 93 grant proposal, recruiting businesses to offer Workplace Literacy classes, assisting the employer in determining the business's literacy needs, assessing the employee's literacy needs, establishing classes, aiding in the development of curriculum as it relates to the workplace and assisting in the collection of data and evaluation of the program. (A resume follows.)

Mary Ellen Butlak
6304 Inwood Street
Cheverly, Maryland 20785
(301-773-9222)

Education

B.S. in Education - State University of New York, College of Education at Brockport, Brockport, New York, 1965

Master Credit Courses - Western Maryland College, 1992

In-Service Workshops - Prince George's County Public Schools, 1975-1990

Experience

March 1991 - Present: Co-Facilitator for the Workplace Literacy Program - Prince George's County Public Schools in partnership with prince George's County Private Industry Council - Duties include: Assisting in the writing of the Federal FY 93 grant proposal, recruiting businesses to offer workplace literacy classes, assisting the employer in determining the business's literacy needs, assessing the employee's needs, establishing classes, co-developing curriculum as it relates to the workplace and aiding in the evaluation of the program.\

1990 to Present: Interview and recommend candidates for employment in the Adult Education Program for Prince George's County Schools.

1990 to Present: Home and Hospital Teacher for Prince George's County Public Schools - Serve as a home tutor for students out of school for medical or emotional reasons.

1989 to Present: Workplace Literacy Instructor for Prince George's County Public Schools and Prince George's County Private Industry Council. Project involves instruction to adults at different job sites to improve competencies at the workplace and overall literacy skills.

1985 to Present: Responsible for all correspondence for Butlak Engineering.

1984 - 1988: Elementary School Teacher - St. Ambrose Elementary School, Cheverly, Maryland

1983 - 1984: Coordinator and teacher of Math and English for the GED Program at the University of Maryland

1982 - 1983: Coordinator of Adult Basic Education at Northwestern High School, Adelphi, Maryland for both the English as a Second Language (ESOL) and General Education Development (GED) Programs.

32A

1975 - 1982: Teacher of math to prepare students for the high school equivalency diploma examination for Prince George's County.

1975: Teacher of math and language arts in the Adult Education Program at Northwestern High School.

1965 - 1969: Elementary school teacher.

References

Ms. Margaret Golibersuch, Workplace Literacy Facilitator, Prince George's County, Maryland (301)-381-7270.

Ms. Agnes Houff, C/O Prince George's County Adult Continuing Education, C/O William Paca Staff Development Center, Landover, Maryland 20785 (301)-386-1561.

Ms. Jean Brolund, C/O Prince George's County Adult Continuing Education, C/O Bladensburg Adult Education Center, 5150 Annapolis Road, Bladensburg, Maryland 20743 (301)-985-5169.

Mr. Larry Yore, Supervisor of Home and Hospital Teaching, C/O Highland Park Developmental Center, 6501 Lowland Drive, Landover, Maryland 20786 (301)-336-5580.

Literacy Training Program Targeted Components From Grant Proposal

Business	Reading Math Basic Skills	Competency Based Curriculum	Workplace Related Skills, Vocabulary & Preparation	Listening & Test Preparation	Computer-based Instruction	English Communication	Grammar Communication Skills	Speaking Listening Competencies	Personal Career & Education Counseling
Beretta U.S.A. Corp.	X	X	X	X		X	X	X	X
Craftmasters	X	X	X	X					X
Fantle's Drugstore	X	X	X	X		X	X	X	X
Harkless Construction	X	X	X		X				X
Litton Amecom	X	X	X	X		X	X	X	X
City of New Carrollton	X	X	X	X		X			X
Ross Dress for Less	X	X	X	X		X	X	X	X
Southland Corp.	X	X	X	X		X	X	X	X
PIC and Prince George's C. P. S. will recruit more									

City of New Carrollton and Litton Amecom offered classes.

Organizations Included in NationalWorkplace Literacy Program for FY 91

		Number of Students Unduplicated Count
1.	American Pest Management 3 ten-week classes	15
2.	Cintas Uniform Cleaning 1 ten week class	21
3.	Grace Culinary Arts 5 ten-week classes	72
4.	Laurel Race Course 9 ten-week classes	98
5.	Litton Systems Division Amecon 1 ten-week class	8
6.	Loral Aero System 1 ten-week class	15
7.	New Carrollton Public Works 5 ten-week classes	29
8.	Prince George's County Public Schools Facilities Department at Brown Station Road 14 ten-week classes	67
9.	Prince George's County Hospital Center 1 ten-week class	13
10.	Sovran Bank 3 ten-week classes	30
Total		368

Department of Education
Office of Vocational and Adult Education
Washington, D.C. 20202

Workplace Literacy Quarterly Report

Grant Award No. V 198 A 10013

Quarter No. Totals

Grantee Prince George's County Board of Education

Is this program located at the work site?
Yes X No ____

Project Director Eleanor Rotter

Phone 301-386-1512

Reporting Period from March 1, 1991 to August 31, 1992

Number of weeks in training cycle	10
Average number of hours per week of Workplace Literacy training	4
Average number of hours per week of Workplace Literacy training per learner	4

_____
Signature of Project Director/Date

Table 1: Profile of Workplace Literacy Participants (cont'd)

Section C.

Total number of participants * served at each site (if more than one site):

a) _____ _____
Site Location No. Participants

See enclosure

b) _____ _____
Site Location No. Participants

c) _____ _____
Site Location No. Participants

d) _____ _____
Site Location No. Participants

*unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

Time Employed	No. Participants
0-5 months	
6-11 months	Not available
1-5 years	
6-10 years	
11-15 years	
16-20 years	
21 and over	

Organizations Included in NationalWorkplace Literacy Program for FY 91

Number of Students

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10.	Sovran Bank 3 ten-week classes	30
Total		368

Final Unduplicated Count
Office ofVocational andAdult Education
Washington,DC 20202-7300

Table 1. Profile ofWorkplace Literacy Participants

Section A. Participants who upon entry into program had: (a)	American Indian or AlaskanNative (b)	Asian or Pacific Islander (c)	Black, not of Hispanic Origin (d)	Hispanic (e)	White, not of Hispanic Origin (f)	Total
1. Years of School Completed or Educational Functioning Level (if known):						
ESL	6	54		168		228
a. Level I (grades 0-8)			50	3	2	55
b. Level II (grades 9-12)		1	20	1	63	85
Total	6	55	70	172	65	368

Section B. Participants who upon entry into program had:	Number of Participants		Total
	Male	Females	
1. Ages:			
16-24	65	12	77
25-44	148	77	225
45-59	48	14	62
60 and older	4		4
Total	265	103	368

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.
Unduplicated Count

Final Duplicated Count
Office of Vocational and Adult Education
Washington, DC 20202-7300

Table 1. Profile of Workplace Literacy Participants

Section A. Participants who upon entry into program had: (a)	American Indian or AlaskanNative (b)	Asian or Pacific Islander (c)	Black, not of Hispanic Origin (d)	Hispanic (e)	White, not of Hispanic Origin (f)	Total
1. Years of School Completed or Educational Functioning Level (if known):						
ESL		66		182		248
a. Level I (grades 0-8)			104	5	2	111
b. Level II (grades 9-12)		5	39	2	96	142
Total		71	143	189	98	501

Section B. Participants who upon entry into program had:	Number of Participants		Total
	Male	Females	
1. Ages:			
16-24	73	12	85
25-44	243	79	322
45-59	65	20	85
60 and older	6	3	9
Total	387	114	501

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.
Duplicated Count

Table 2. Number of Personnel, by Organizational Placement of Job Performed

Organizational Placement and Type of Job Performed (a)	Workplace Literacy Program Personnel		
	Personnel Paid with Grant Funds		
	Total Number of Part-Time Personnel (b)	Total Number of Full-Time Personnel (c)	Matching or Volunteers (d)
1. Administrative/Supervisory	2		
2. Teachers	14 teachers taught 43 classes		1
3. Counselors	1		
4. Paraprofessionals			
5. Ancillary Service Providers (clerical)	2		

Table 3 - Quarterly Budget Information

Section A - Quarterly Outlays by Category for Quarter

	Grant Funds	Matching Contribution
1. Salary and wages	**Form PMS 272 Submitted to USDE By Our Budget Office**	
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual Services		
7. Other (itemize)		
8. Total Direct Outlays (lines 1 to 7)		
9. Total Indirect Outlays		
10. Total Project Outlays this Quarter (lines 8 + 9)		

Section B - Quarterly Cost Sharing

1. Program Income Received*		
2. Non-Federal Funds (State, local, etc.)		
3. In-Kind Contributions		

Section - Release Time

Quarterly Hours of Release Time _____ Quarterly Value _____

*If you receive program income, how will it be used?

Have you requested and received approval for this use from the U.S Department of Education? Yes ____ No ____

Table 4. Qualitative Improvement Data To Data

Section A.

Achievement of Participants:	No. Participants
1. Tested higher on basic skills	
2. Improved communication skills	
3. Improved safety record	
4. Increased productivity	
5. Improved product quality	
6. Increased efficiency	
7. Reduced turnover	

See analysis of surveys

Section B.

Methods of getting data for Section A: (Check those used)	
1. Surveys of trainees	X
2. Surveys of line managers and supervisors	X
3. Pre and post tests of trainees	X
4. Observation of employee - behavior by managers and/or unions including production rates, time lost on; job, etc.	X
5. Other (describe)	

Narrative

Part A: Please provide a one-page status report on your program.

Part B: Please provide a one-paragraph projection of activities next quarter (i.e. will spending be more or less, number of participants increase, new activities added?)

Part C: Please state any concerns you have about project progress.

See Recommendation Section

Narrative

Part A: Status Report

The FY 91 Workplace Literacy Program was a huge success. The original goal to educate 250 employees was surpassed by 118 employees with an unduplicated count and by 251 employees on a duplicated count. We initially proposed to run forty classes and ran forty-three. Of the ten worksites, two have continued to contract teachers through the Prince George's County Public Schools Adult Education Division.

Both the Prince George's County Public School System and the Prince George's County Private Industry Council were able to fully utilize their resources and personnel. Both the Bladensburg Adult Education Center and William Paca Staff Development Center were used for staff development, acquisition, dissemination and creation of materials and coordination of the program.

Most participants were extremely positive in their reactions to the program. Students at Prince George's County Public Schools Facilities Department at Brown Station Road where fourteen classes were held, demonstrated remarkable growth in their skills. Many went from such low skills that they were unable to be tested on a placement test, to completing a level A or B post-test. Others went from a B pre-test and were able to complete a C post-test.

The program illustrated to all its participants the need for on-going education. This can only have a "domino-effect" to continue where resources are available.

Part B: Projection of Activities

Since the FY 93 Grant proposal was not awarded, the Prince George's County Public Schools and Prince George's County Private Industry Council will not be continuing the program with federal funding.

Part C: Concerns About Project Progress

Of the ten worksites, two (Grace Culinary Arts and Prince George's Hospital Center) ended classes prematurely. Grace Culinary lacked support from supervision and provided no compensation to employees. Prince George's Hospital Center underwent administrative changes and had difficulty coordinating times and support from all departments of the hospital.

The most successful situations met all or most of the following criteria:

1. Agreement among the employer, employee, and instructor as to the curriculum.
2. Work or life-related materials.
3. A positive, supportive attitude toward the program from all lines of supervision.
4. On-site classrooms.
5. Work-release time or some other compensation.
6. Class time during, immediately before or after work shifts. Tuesday/Thursday or Monday/Wednesday schedules seemed to work best where appropriate.
7. Qualified instructors with support personnel.
8. Volunteer enrollment with an open-ended entry and exit policy.
9. Confidentiality between the instructor and employee over pre and post test scores.

A recommendation would be made that before a class is begun all or most of these criteria be met.

American Pest Management

Site: Cafeteria and openloading area of American Pest Management's, New Hamsphire Avenue Branch Office, Takoma Park, MD.

Instructors: Betty Sonneveldt
Mary Ellen Butlak

Time: Volunteer
Class 1 & 2 - January 7, 1992 - March 24, 1992
Class 3 - March 26, 1992 - April 28, 1992
Tuesday and Thursday
4:30 - 6:30 PM

Student: Male employees whose primary task is the chemical extermination of insects.

Instructor's Summary:

American Pest Management is a small pest control firm in Prince George's County. It employs approximately forty people, thirty of whom are pest control technicians. Most technicians have a monthly route but still need to interpret a work order, read a map, locate a site, administer pesticides and write a follow-up recommendation. In order to determine the amount, concentration and spraying time of an pecticide, it is imperative that they can calculate area and volume and use proportion. Two of the technicians treat homes for termite infestation and need to be able to interpret floorplans and blueprints.

It became evident that help was needed when most of the technicians did poorly on the math test for Pest Control Technicians that was administered by American Pest Management. Concern was further heightened when it was rumored that all technicians would need to be certified by passing an exam in the near future.

Classes were held from 4:30 to 6:30 P.M. after work. No work release time was given. Refreshments were provided by the management. One group met in the "cafeteria" while the other group met in an open area where the daily work orders were delivered.

The CASAS Placement and Pre-tests were administered and the general scores were low. We were able to form two groups; one with a skill level at 0-4 grade level and the other with a skill level of grade 4 and up.

One teacher taught Language Arts while the other teacher taught Math. This was ideal and helped eliminate the "low group" - "high group" stigma. After fifty minutes the groups switched rooms and teachers.

The "lower level" group progressed through basic addition, subtraction, multiplication and division of whole numbers. Emphasis was put on interpreting maps, graphs and charts, and determining perimeter, area and volume.

The "upper level" group progressed through decimals, fractions, and percents. Emphasis was also put on interpreting maps, graphs and charts, ratio and proportion and determining perimeter, area, and volume of polygons.

In Language Arts the "lower level" group concentrated on reading, writing and spelling skills, using work-orders, blue prints, and wall charts with the end goal of producing better written work reports. Improvement was noted by the employer when work orders were received.

The "upper level" group concentrated on improving reading comprehension and writing skills using the Preparing For Applicator Certification: Volume 1 as curriculum.

Because of students' staggered entrance times, there was a great need for the students to be flexible and to work as independently as possible.

Classes ran for fifteen weeks giving each student sixty instructional hours. Classes were ended at the end of April because employees were into their "busy season." It was an extremely successful experience. On the last day a "graduation" party was held with certificates, Pomp and Circumstance," refreshments and presents. Many students expressed an interest in continuing in the fall.

BROWN STATION ROAD

Site: Prince George's County Public Schools
Facilities Department of Brown Station Road, Upper Marlboro, MD.

Instructor: Betty Sonneveldt

Time: Work Release
Class 1& 2- March 29, 1991 - July 10, 1991
Monday and Wednesday
Class 1 - 7:30 - 9:30 AM, Class 2 - 2:00 - 4:00 PM

Class 3& 4- March 30, 1991 - July 8, 1991
Tuesday and Thursday
Class 3 - 7:30 - 9:30 AM, Class 4 - 2:00 - 4:00 PM

Class 5& 6- July 10, 1991 - September 4, 1991
Monday and Wednesday
Class 5 - 7:30 - 9:30 AM, Class 6 - 2:00 - 4:00 PM

Class 7& 8- July 11, 1991 - September 17, 1991
Tuesday and Thursday
Class 7 - 7:30 - 9:30 AM, Class 8 - 2:00 - 4:00 PM

Class 9 - October 7, 1991 - December 18, 1991
Monday and Wednesday
7:30 - 9:30 AM

Class 10 - October 8, 1991 - December 13, 1991
Tuesday and Thursday
7:30 - 9:30 AM

Class 11 - October 8, 1991 - December 19, 1991
Tuesday and Thursday
2:30 - 4:30 PM

Class 12 - January 27, 1992 - March 8, 1992
Monday and Wednesday
7:30 - 9:30 AM

Class 13 - January 28, 1992 - March 14, 1992
Tuesday and Thurday
7:30 - 9:30 AM

Class 14 - March 16, 1992 - June 23, 1992
Tuesday andThursday
7:30 - 9:30 AM

Student: Male employees who maintain the buildings and grounds of Prince George's County School System.

Instructor Summary:

Workplace education classes at the Facilities Maintenance Base on Brown Station Road enjoy continued interest and participation by the employees in the classes offered there. The program began with four classes, one basic reading class, two middle level classes with instruction in both math and language skills, and one upper level class with instruction in both math and language skills. Some participants only took one hour of class per meeting, but the majority of the students attended classes four hours per week. Classes met from 7:30 A.M. - 9:30 A.M. and from 2:30 P.M. - 4:30 P.M. Monday through Thursday. From the beginning of classes, it was obvious that the majority of the students preferred morning classes and the upper level and lower level students demonstrated the most commitment to the program. At the end of the first ten weeks of classes the afternoon classes were combined into one class and a new afternoon class was started for employees from the maintenance garage. This second ten weeks went very well because the few students not really committed to the program had declined to attend the second ten weeks. The lower level class was remarkable in attendance and educational advances, and the upper level math class also mastered a lot of material. At the end of twenty weeks of class, there was a recognition program. Fifty two people were recognized as participants in the program and one employee, Buddy Frost, earned his GED diploma.

This site was awarded more classes after the first twenty weeks . The reading and basic skills class continued, as did the advanced math and writing skills class. One afternoon class continued and the students from the garage were fed into other classes. Again, participation was steady and interest high in classes. The advanced math class did an overview of algebra and geometry and the Basic Skills class progressed tremendously in reading skills and comprehension. At the end of this ten week session, there was a Christmas break, and again Brown Station Road was granted more classes.

For the fourth ten week session, the reading and basic skills class continued with the addition of four new students. This class was always individualized, but the ability range widened with the addition of the new people. They were from the Grounds Shop, so they were with co-

workers, but their skills were both above and below the general level of the existing class. It worked out well because the group was cohesive.

The other class was made up of two one-hour classes. The advanced math students continued in math and a new class was formed by twelve people from the Sheet Metal Shop for math and geometrical drawing. This class also contained one student from a discontinued class. This class was challenging to teach and a really rewarding classroom experience. Peer tutoring was established in the basic skills class and the new math class wanted as much as the teacher could do and more. The advanced math class met personal goals and they did not see an end to their pursuit of this subject. They continued to work in materials supplied by the teacher even though the class had ended.

The final ten week class at Brown Station Road was a continuation of the math class for the Sheet Metal Shop. They had a two hour session this time, and they completed the geometry needed for their jobs. The mechanical drawing exercises using rulers, compasses, and protractors were taken from sheet metal construction manuals on loan from the shop and a mechanical drawing book from the shop. This class was challenging and exciting for the teacher because students continued to want as much material as could be delivered in the allotted time. Another student recognition ceremony was held after fifty weeks of classes. Forty students were awarded certificates for completing ten, twenty, thirty, or forty weeks of classes.

This workplace site is an excellent place to hold classes because of continued interest by the students, support personnel, and supervisory people. Every accommodation was made for this program including work release time, classroom space and time, copying privileges, needed materials, communication and promotion of the program, and refreshments and decorations for the awards programs. Many of the shop supervisors continued to encourage and support participation in learning programs. Most employees at this site were eager and interested learners and proved to be committed participants. There is a genuine group feeling at Brown Station Road. Many of the workers have known each other for many years. This respect and caring for one another gives adult students a good support system which allows for achievement in education, and makes meeting personal goals much easier for them.

CINTAS

Site: Cafeteria of Cintas Uniform Company
Landover, MD.

Instructor: Susan Dolan

Time: Volunteer
November 11, 1991 - January 28, 1992
Monday andTuesday
3:30 - 5:30 PM

Student: Newly immigrated Asians whose workplace tasks were involved with the sorting, cleaning, pressing and mending of uniforms.

Instructor Summary:

Cintas Corporation is a uniform cleaning company in Landover, Maryland. There is a large immigrant population that performs entry level operational duties: cleaning, tagging, and folding of clothes.

Classes, totalling 40 hours - 10 weeks, were held from November, 1991 to February, 1992.

The students were from Vietnam with the exception of one man from Ethiopia. Most of them were at beginning level English, having been in the country an average of five months. The Vietnamese students were mothers of Amerasians with little education.

They were a wonderful group of employees, hard working and attentive. The major difficulty at times was the lack of a classroom. The result was that the class was often held in the company cafeteria which had no blackboard. People kept coming in and out, using vending machines. The teacher had to compete with constant public address system announcements.

Lessons were geared to beginning level English proficiency. Vocabulary (5-10 words a day), forming questions and answers based on personal information, and simple discussions modeled and repeated on Cintas, its operations and employee specific duties were the basis of instruction.

Besides day to day English, students practiced calling in sick and communicating with co-workers and superiors. This was the underpinning of the course - Better Communication. This was practiced a great deal. By the end of the course, the personnel director and the supervisors reported improved communication.

We discussed uniform dress, the meaning of the company newsletters, and company rules to be followed (no eating or drinking in the plant, smoking only in the lunchroom).

It must be reiterated that these were beginning English students. Gains were there, but they came slowly. We occasionally used a text called Expressways. Each class the teacher placed a simple paragraph on the board to be copied. The paragraph referred to work at Cintas and activities from daily life. One paragraph was how to write a letter to their children's teachers. This was a great lesson. The students learned punctuation, capitalization, indentation, and vocabulary. When they were finished each student read the paragraph. The teacher then asked simple questions based on the paragraph. Each student kept a log of all the paragraphs which were read and reread.

To summarize, the course was divided between work-place communication and performance and basic English skill building - oral and written.

The students asked the teacher if she was coming back, and a new course was arranged, but company layoffs prevented resumption of the class.

Certificates and personal letters of commendation from the teacher were awarded at a "graduation party".

GRACE CULINARY SYSTEMS

Site: Conference room located in the Grace Culinary Systems Facility in Laurel, MD.

Instructor: Dona Pao

Time: Volunteer
Class 1 - September 30, 1991 - December 26, 1991
Monday and Wednesday
3:00 - 4:00 PM

Class 2 - September 30, 1991 - December 26, 1991
Monday and Wednesday
4:00 - 5:00 PM

Class 3 - September 30, 1991 - December 26, 1991
Tuesday and Thursday
3:00 - 4:00 PM

Class 4 - September 30, 1991 - December 26, 1991
Tuesday and Thursday
4:00 - 5:00 PM

Class 5 - October 1, 1991 - December 26, 1991
Tuesday and Thursday
6:30 - 7:30 AM

Student: Newly immigrated Hispanics whose work tasks included loading and unloading food from trucks, cleaning and processing produce, following recipes, cooking, packaging, and quick freezing food.

Instructor Summary:

Grace Culinary Systems is a food service company, located in Laurel, Maryland. This company prepares menu items for distribution to restaurants, airlines, and other food-serving locations. The majority of the employees are Hispanic immigrants, and, therefore, a communication problem was evident between English-speaking, and Spanish-speaking employees. The employees needed to have at least a minimal working knowledge of English to follow safety regulations throughout the plant, and to be able to precisely follow food-preparation and sanitation instructions. Management was enthusiastic about the idea of

having English classes at the plant, and this enthusiasm was conveyed to the employees. When registration took place, 62 students enrolled. These students were placed in five different classes held twice a week. A difficulty arose when students with different skill levels had to be placed in the same classes because of their work shifts. They were not given work release time. Classes were held in the conference room and sometimes in the cafeteria when the conference room was in use. Attendance declined rather quickly and nothing was done by the company to identify and resolve the problem of lagging attendance. After the first month, attendance had dropped to a steady eight dedicated students. The initial five classes were merged into two. Unfortunately, lack of management support and dedication became a prime factor in deciding to terminate the program. The following paragraphs are the teacher's comments regarding the students, the management, and the program itself.

THE ESL STUDENTS

The students worked at the plant cleaning vegetables, making soups, baking breads and cakes, packaging food, cleaning facilities, and performing other jobs related to food preparation and packaging.

All of the students were from Latin America - the majority from El Salvador and Mexico, with a few from Honduras and South America. They were mostly young men who had come to the United States looking for work to send money home to their families. A large portion of them, as is true for many Hispanic immigrants, had very little formal education. The average educational level seemed to be equivalent to middle school or beginning high school. This posed a difficult issue in how to teach them English when many didn't have the knowledge or skills in Spanish. At times it was necessary to briefly teach in their native language in order for them to grasp a concept in English. These circumstances made it necessary to teach partly in Spanish for understanding to be achieved. It was soon evident that many of the students dropped class because they were embarrassed by their illiteracy in front of the other students. These students had come from agriculturally-based homes where schooling was not a priority. Some students didn't see English as a need since they had worked and lived in this country without having been forced to use it. Those students that did commit their time to the classes were very enthusiastic and ready to learn. Two books were selected as the main source of instruction, *Expressways* and *Working in English*, but as with any source, they were not sufficient alone. Therefore, supporting materials were selected from other sources. It was especially difficult since some students had a working knowledge of English and could have been placed in an intermediate or advanced-intermediate level. But due to shifts at the company, they were mixed in with a class of beginners. Therefore, many other materials needed to be selected from more advanced texts to challenge them.

Unfortunately, because of the drop in class attendance, classes were ended after only three months. The students who consistently attended class and had a great desire to learn English were referred to existing ABE classes.

THE MANAGEMENT

For the first two or three classes, the management (mainly the vice-president and two managers) took an interest in the classes and were happy to see that so many of the employees had registered for the English classes. However, once the classes were in effect, management as a whole withdrew its support and relied upon the teacher and a Hispanic manager to deal with problems and concerns. There appeared to be very little interest in the success of the program, which was quickly noted by the employees. They were able to sense that there was a lack of commitment from their supervisors and managers, and the employees followed the lead in the attitude that the classes weren't very important. However, this should not discredit two of the managers (one Caucasian and one Hispanic) who encouraged and assisted those students under their supervision. Two Hispanic managers made it possible for communication between management and subordinates, but it was very inconvenient since they needed to be tracked down in certain situations to act as translators. It is truly believed that if management had taken more of an interest in the classes and placed greater importance on them, that the program would have been more successful.

THE PROGRAM

The course design/curriculum was left to the discretion of the teacher. At first she began teaching introductions and greetings to initiate basic conversation; later adding supporting material such as likes and dislikes, family members, the verbs "to be", etc. From there, she went to workplace vocabulary such as fruits and vegetables, meats, and other products used in the plant. Workplace documents were also used such as recipes and quality control sheets to relate English to the students' work. For those students who were more advanced, she moved on to the past tense, utilizing both regular and irregular past tense forms. Other topics of lesser emphasis were also addressed such as weather, the date, months of the year, days of the week, colors, etc.

LAUREL RACE COURSE/ESOL

Site: Multipurpose room located in a dormitory of the International Village at Laurel Race Course.

Instructors: Belinda Elmer - E.S.L.
Luci Holmberg - E.S.L.

Time: Volunteer
E.S.L. I
Class 1 - May 13, 1991 - August 7, 1991
Monday
1:00 -3:00 PM
Wednesday
4:00 - 6:00 PM

E.S.L. II
Class 2 - May 13, 1991 - August 7, 1991
Monday
4:00 -6:00 PM
Wednesday
1:00 - 3:00 PM

E.S.L. I
Class 3- November 4, 1991 - January 29, 1992
Monday
4:00 -6:00 PM
Wednesday
1:00 - 3:00 PM

E.S.L. II
Class 4 - November 4, 1991 - January 29, 1992
Monday
1:00 -3:00 PM
Wednesday
4:00 - 6:00 PM

E.S.L. I
Class 5- February 3, 1992 - April 6, 1992
Monday
4:00 -6:00 PM
Wednesday
1:00 - 3:00 PM

E.S.L. II
Class 6 - February 3, 1992 - April 6, 1992
Monday
1:00 -3:00 PM
Wednesday
4:00 - 6:00 PM

E.S.L. I & II
Class 7- April 10, 1992 - June 16, 1992
Tuesday and Friday
7:00 - 9:00 PM

Student: Newly immigrated Hispanic employees whose work tasks including walking and grooming horses.

Instructor Summary:

The class met at the race course in the small multi-purpose room which is also used for A.A. meetings, Bible study, etc. Although all are Spanish speakers, slightly different forms of Spanish were spoken.

In one class there were all combinations of non Spanish readers/non English speakers to non Spanish readers/fair English speakers to English readers/speakers and all combinations in between.

A volunteer came in for 2 months to help individuals learn to read.

Students ranged in age from 18 years to 45 years.

Class attendance was encouraged by giving each attendee a "coupon" to redeem for a soda and hot dog at PeeWee's snack bar on the track.

Various people have sent in bags of clothes (especially helpful in winter) which were speedily requisitioned and used. The workers, most of whom came from the warmer climate of Mexico, had no appropriate clothing.

Everyone in the class wanted more than just speaking and reading workplace vocabulary. They wanted to be able to communicate in English. And, they wanted to see every word! We accomplished that goal for many of our students. One of the trainers commented that he saw the difference between "night and day" with a couple of his workers who were in class.

Most class members obtained an Anne Arundel County library card. As a part of class every three weeks the students went to the library. Members discovered books with tapes and easy to read books.

Some members of the class obtained drivers' licenses.

LAUREL RACE COURSE/BASIC SKILLS

Site: Small dormitory room located in the International Village Dormitory at Laurel Race Course.

Instructor: Mary Ellen Butlak

Time: Volunteer
Class 1 - May 13, 1991 - August 7, 1991
Monday
1:00 -3:00 PM
Wednesday
4:00 - 6:00 PM

Class 2 - October 4, 1991 - January 29, 1992
Monday
4:00 -6:00 PM
Wednesday
1:00 - 3:00 PM

Student: Both male and female employees whose primary workplace tasks were to walk and groom horses.

Instructor Summary:

The Basic Skills Class at Laurel Race Course consisted of seven employees whose skill levels ranged from a near non-reader to post graduate level in college. All are grooms and hot walkers at the race course. In this capacity, the primary work tasks are walking and grooming the horses and cleaning the stables.

The students determined the curriculum. Basic skills in mathematics and English were reviewed as well as job seeking skills. At the end of the twenty weeks the students elected to study Spanish to better communicate with their co-workers. The Maryland Thoroughbred Housemen's Association contracted to have the class through the public school system for forty hours.

LITTON - AMECON

Site: Conference room at Litton-Amecon

Instructor: Audrey Parsons

Time: Work Release
May 29, 1991 - August 26, 1991
Monday and Wednesday
11:30 AM - 1:00 PM

Student: Non-English speakers who needed to take the MIL standard 2000 test to be certified in their jobs.

Instructor Summary:

The Litton Workplace class was comprised of 8 employees (3 women and 5 men). They were all non-native English speakers. (1 Indian male, 1 Asian male, 1 Vietnamese female, 3 Hispanic males and 2 Hispanic females.)

The educational levels of the participants varied from completion of high school with some technical training beyond, to one Hispanic female who could barely read and write English. She admitted that she copied others' answers on previous tests because she didn't understand English.

The class was conducted during their lunch hour with Litton providing work release time to make the class one and a half hours twice a week. The 40 hour course ran from May 29th through August 28th, 1991.

Management was very cooperative in arranging work release time and in providing feedback on the employees' progress and problems. Management also was very specific in setting goals/needs of the employees. They felt these employees needed extra help in reading and writing English. They especially wanted these employees to be able to understand and take standardized tests required for certification in their jobs. The specific test of concern was the MIL Standard 2000.

The motivation of all the participants was very high. All wanted to pass the upcoming standardized test and were afraid they might lose their jobs if they didn't. The company was downsizing from approximately 2,000 employees to 600 employees. The fear of being RIFed was very motivating. The participants were hopeful that improving their English skills would help them maintain their jobs. The class provided a support system during this time and most of the participants shared their fears of being RIFed with each other and the instructor.

Time and location were convenient. Litton is housed in several buildings with entrances and exits via security badges. Therefore, the employees seldom left the campus for lunch and were happy to bring their lunches to class.

As the course progressed, some of the participants expressed that they were receiving negative comments from co-workers. Their co-workers felt they were receiving favoritism because they were studying for the MIL Standard 2000. Other co-workers stated if the participants had to take a class called Workplace Literacy that they must be unable to read and write and should possibly be RIFed. The ability to discuss these feelings with each other and the instructor helped alleviate their anxieties. Tim Edwards, the Division Director of Employee Relations, discussed these problems with the teacher and was very supportive.

By course completion, all students had studied the material covered by the MIL Standard 2000; used contextual clues and an index to find specific workplace information; summarized government issued text materials; read and discussed unfamiliar parts of the employee handbook; written a job application letter; read want ads; filled out sample job applications; written a simple resume; written a letter of complaint; and written a request - for - information letter. Each employee also participated in brainstorming the topics "What I'd do if I lost my job" and "What job would I want if I lost my job." This exercise allowed us to talk about future education goals and life-long learning. All participants showed an improved and positive attitude at the end of the class. All stated they felt they were better prepared to get another job if the need arose.

This was a very successful and rewarding class because:

1. The students were highly motivated.
2. The management was supportive with release time, and they provided easy teacher access into the secured building.
3. Tim Edwards, the company contact, was exceptionally supportive of the students and teacher. He always returned phone calls or memos promptly, and he provided guidance when any concerns arose from the students.
4. Litton readily provided copies of materials like Employee Handbooks, memos, and standardized tests for all students.
5. The students truly had needs that could be met by this Workplace Literacy class.
6. The students gained knowledge, but more importantly, gained self-esteem.

LORAL - CSC

Site: Conference room at Computer Sciences Corporationin Beltsville, MD.

Instructors: TechnicalWriting - Claire McCann
Phonetics - Audrey Parsons

Time: Volunteer
September 26, 1991 - December 9, 1991
Monday and Wednesday
5:30 - 7:30 PM

Instructor Summary:

Workplace Literacy at Loral - Computer Sciences Corporation was unique because the employees were scientifically skilled and college educated. Their workplace needs went beyond basic CASAS guidelines and centered around perfecting oral, aural and written communication skills.

The first night of the course, twenty people came to explore the class. All of them were non-native speakers of English. Most received college degrees in the United States, but indicated a desire to perfect their English. After the first night, the instructors split the class into two sections. On one night the students would work on writing/editing skills with Claire and on the other night practice phonetics, spelling and vocabulary with Audrey.

Enrollment dropped sharply after the first two classes. Audrey and Claire worked together to find out why this happened and discovered several reasons from the remaining students:

- The first reason was that all women dropped out because it was too difficult to work all day and stay an extra 2 hours after work. They had too many family and home obligations, and though they wanted to improve their English, felt the gains were not worth the costs.

- A second reason was that classes were held on a Monday/Thursday schedule. Some employees were already taking Tuesday/Thursday or Monday/Wednesday college credit classes. That meant they automatically missed one class a week, and they told us up front that they would be absent. Soon they discovered they didn't want to be out so many evenings and the English class was dropped. The college classes were for credit, so the decision to drop the literacy class was a logical one.

- Another reason was that all of the employees were professionals who did not always finish work in time for class. Many said they had to stay late for computer access time, team meetings or telephone conferences.

- As the group got smaller, a few others dropped because they felt taking the class indicated they had a "problem". The remaining students indicated that being a non-native speaker of English was in itself difficult in the workplace. They felt attending a class on communication skills drew attention to their difficulties.

The remaining students stayed with the class and seemed highly appreciative of the opportunity to improve both spoken and written skills. Claire and Audrey designed the class to meet the specific requests of these students. The class became unique because it was so individualized. At their educational and professional level, these employees don't get the opportunity to work on pronunciation, idiomatic English usage or more concise and clear ways of writing. Both teachers evaluated the class as productive and a learning experience for them as well. The job required a lot of preparation and constant self-evaluation to make sure the teachers met the employees' needs.

A technical problem arose during the class. On three different occasions the classroom was previously in use. Since it was after hours for most staff, a contact person was not available to help find another location or to inform the teacher of this conflict in advance. The teachers felt they needed someone from Loral or CSC available for evening contact concerning room assignments and to whom they could give and receive some feedback regarding the class.

The teachers learned from this experience and have the following suggestions for the future:

1. Provide as many incentives as possible and feasible. (Possibly work release time around the lunch hour or after work. Rewards for attending class such as memos of support, recognition at workplace meetings, an hour of release time on a Friday afternoon, refreshments, supplies of paper, notebooks, and pencils, etc.

2. Survey potential students to determine the best day or time. Then the instructors could be more flexible in matching that need.

3. Identify specific goals the employees and employer want to accomplish.

4. Have a specific person from management that solicits and gives feedback to the instructors.

In summary, this class proved that there is a need for workplace literacy skills for a population beyond the basic level. There is a growing number of non-native speakers of English in the workplace who are beyond the survival English skills level but who still need and want better English skills. These employees want to advance in their jobs and know they must speak and write better. Because their time is limited, the workplace is an ideal location for classes. Classes for these employees are also beneficial to employers in maintaining a highly skilled and productive workforce.

NEW CARROLLTON PUBLIC WORKS

Site: Multipurpose, conference and physical therapy rooms at New Carrollton City Hall.

Instructors: Phyllis Oarr
Christine Jones
Mary Ellen Butlak

Time: Work Release - 1 1/2 hours
Volunteer - 1/2 hours
Class 1 & 3 -April 25, 1991 - July 18, 1991
Thursday and Friday
2:00 - 4:00 PM

Class 4 & 5 - July 19, 1991 - September 27, 1991
Thursday and Friday
2:00 - 4:00 PM

Student: Male employees of the City of New Carrollton who perform various services for the city (trash collection, street cleaning, vehicle and building maintenance, pest control, and minor construction).

NEW CARROLLTON PUBLIC WORKS/
High Level Basic Skills

Instructor's Summary:

The upper level skills class was made up of students whose tasks included grass cutting, street repair, trash removal, small scale construction, pest control, work order writing, phone message writing, form completion, and town vehicle maintenance and operation. Skills required to complete these tasks included map reading, giving directions, measurement and the ability to use fractions and decimals and the formulas for perimeter, area, volume, and circumference.

It was imperative for many of the men receive their Commercial Driver's License. We obtained copies of the Maryland Commercial Driver's License Manual and read and discussed sample tests. We also invited a Prince George's County Policeman to present and discuss videos about materials on the test.

Personally, the students wanted more knowledge about banking, budgeting, and borrowing money. A representative from Sovran Bank did a seminar on opening bank accounts, writing checks, and balancing a checkbook and understanding a monthly statement.

Some of the students had health problems. We invited the Health Department to monitor students' blood pressure and talk about preventative medicine. Health Department brochures provided classroom reading material.

Mr. Robbins, the Public Works Director , is extremely interested in promoting three of his men to supervisory positions. He is generously offering to pay for their tuition at Prince George's Community College provided they maintain a "C" in their courses.

Students came to class with the ability to add and subtract whole numbers. A review was needed of multiplication and division facts. Fractions, decimals, percents, and all measurement functions had to be introduced and reinforced. Because of the large amount of "core" material to be taught, most of the curriculum came from "workplace" texts.

From the worksite, we wrote sample business letters, and work orders, and filled in forms. Map skills were practiced using a map of New Carrollton and other maps.

We used hazardous material worksheets as reading material.

The three men who were slated for Prince George's Community College were more confident after the class.

NEW CARROLLTON PUBLIC WORKS/
Low Level Basic Skills

Instructor Summary:

This was a heterogeneous class comprised of male adults with varying basic skill competencies, each with a personal goal for self-improvement in reading, writing, spelling, and math skills, and each hoping to enhance both job performance and self esteem. Students followed an individualized learning plan, progressed at their own pace and used a variety of materials (teacher-made, printed, audio-visual) and techniques appropriate for skill levels and job-related needs. Guest speakers added another dimension to the curriculum. Students enjoyed the oral presentations and the opportunity to participate in a question/answer session with "an expert on the topic" as well as to receive written information on banking, health, and the CDL Test (Commercial Driver's License - a job requirement for some of them).

During each class, students worked on improving reading, writing, spelling, and math skills relative to their respective jobs. Two students needed to learn to read the names of the streets they travelled daily on their trash pick-up routes. They recognized their routes by landmarks but could not read street signs and could easily become lost. Often they simply drove through the neighborhood until they found what they were looking for and recognized where they were. Directions for them were "this way or that way" and "up the hill" or "down the hill" rather than right or left or north, south, east and west. Thus, these students worked on learning the names of New Carrollton City streets, recognition and understanding of road signs, and map skills.

Students also wanted to learn to read and write names of "special pick-up items" (sofa, T.V., stove, sink) and words telling where these items would be located (on the curb, beside the garage, in front of the house). In addition, they wanted to learn to read and write memos related to "special pick-up " assignments. When they could demonstrate the ability to do this, they might get a job promotion and salary increase.

Some students worked on studying and reviewing information they needed to know to pass the CDL Test in order to obtain their Commercial Driver's License. These students were greatly helped in this area by a County policeman who spoke to them, showed video tapes, answered questions, and offered tips on how and what to study.

Some students needed to learn to read, add, subtract, and record numbers so they could keep records of truck mileage and the amount of gasoline used each day. Other students worked on improving skills in multiplication, division, fractions, decimals, and percents and applied them in solving job related problems. A new and satisfying experience for all of the students was learning how to use a calculator. They had always been afraid to try and didn't want to

ask anyone to show them to use one. One man bought a calculator the day after we worked on it in class and he showed others how to use it.

Students also worked on activities related to time management, completing and interpreting various forms, health benefits, utilizing community resources, attitudes, and what it takes to be a good employee.

Attendance was good and by the end of classes students were pleased with their progress, and felt good about themselves, but were disappointed classes were ending. They were given information and encouraged to enroll in Prince George's County Adult Basic Education classes to continue improving their skills.

PRINCE GEORGE'S HOSPITAL CENTER

Site: Classroom located in the Education Wing of Prince George's Hospital Center.

Instructor: Thomas Bullock

Time: Work Release - 1 1/2 hours
December 4, 1991 - January 17, 1992
Wednesday and Friday
8:30 - 10:30 PM

Student: Employees from all departments of the hospital: billing, records, patient transport, dietary, emergency room, and nurses.

Instructor Summary:

The educational objectives in the Workplace Literacy Program, at Prince George's Hospital Center, offered students a broad overview of reading, math, and communication skills relevant to a health care environment. We began with the CASAS Employability Tests as an assessment of the students' abilities. Much of the instructional material used was acquired from each department of the hospital. Materials included request forms, patient statistic forms, employee handbooks, and medical dictionaries. Many of the subjects covered focused on job related applications and career usefulness.

The students came from different departments of the hospital. As a homework assignment, the students were asked to think of a project they would like to undertake as a class. This project was to affect the hospital and combine reading, writing, math, and communication skills. The students chose to implement a hospital-wide recycling program. This project proved to be one of the major accomplishments of the course. For the recycling project, students had to do such things as research the need, write business letters, contact County officials, do a cost analysis, and meet formally with department directors and hospital officials.

A strong effort was made to provide enrichment and challenge to advanced students, as well as to provide remediation, review, and individualized instruction to those whose skills needed assistance. Other instructional techniques used were games, group discussion, group problem solving, written assignments, and handouts. Students gained very strong appreciation for many of the topics covered through the instruction given, the project, the usefulness to their job, and their cooperative work with one another.

SOVRAN BANK

Site: Classes 1 and 2: Classrooms located in the main office in Takoma Park, MD.
Class 3: Computer room at DuVal High School in Beltsville, MD.

Instructors: Fran Prenata - ESL I
Sue Donegan - ESL II
David Moy - Computers

Time: Volunteer
Class 1 & 2 - June 1, 1991 - August 24, 1991
Saturday
9:00 AM - 12:00 Noon

Class 3 - September 14, 1991 - December 14, 1991
Saturday
9:00 AM - 12:00 Noon

Instructor's Summary:

The Sovran Bank Adult Workplace Literacy class focused on the following work-site educational programs:

- Because of the downsizing and reorganization at Sovran, classroom work include the following job-seeking skills: locating and answering classified employment ads, filling out job applications, writing cover letters and resumes'. The oral aspect of how to conduct a job interview and practice conversation when asked various job related questions were emphasized.

- An adult tape conversation program consisting of 14 lessons on how to improve verbal conversation and discussion was used. The title of the book and tape series is "Functions of American English".

- A complete reading, writing, and oral program on many aspects of American culture was included. Examples: football, Halloween, baseball, the bald eagle, Mount Rushmore, Coca-Cola, blue jeans, hot dogs, and chewing gum.

- An intense course on vocabulary and spelling programs to increase verbal conversation and writing and spelling improvement also included how to use an American dictionary.

- A brief course and study guide in U.S. citizenship was presented. Students focused on American history and government with an emphasis on verbal conversation.

- Students were given copies of "U.S. News and World Report" to read orally, discuss vocabulary meanings and provide stimulation and discussion on world events.

- A course in computer literacy was provided with an introduction to computer terminology, basic programming, how to use a spread sheet and word processing.